

DOCUMENT RESUME

ED 112 220

CE 005 245

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 TITLE Simulations and Games. A Guidebook for Distributive Education.
 INSTITUTION Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.
 REPORT NO VT-102-105
 NOTE 83p.
 AVAILABLE FROM Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)
 EDRS PRICE MF-\$0.76 HC-\$4.43 Plus Postage
 DESCRIPTORS *Abstracts; Directories; *Distributive Education; *Educational Games; *Resource Guides; *Simulation

ABSTRACT

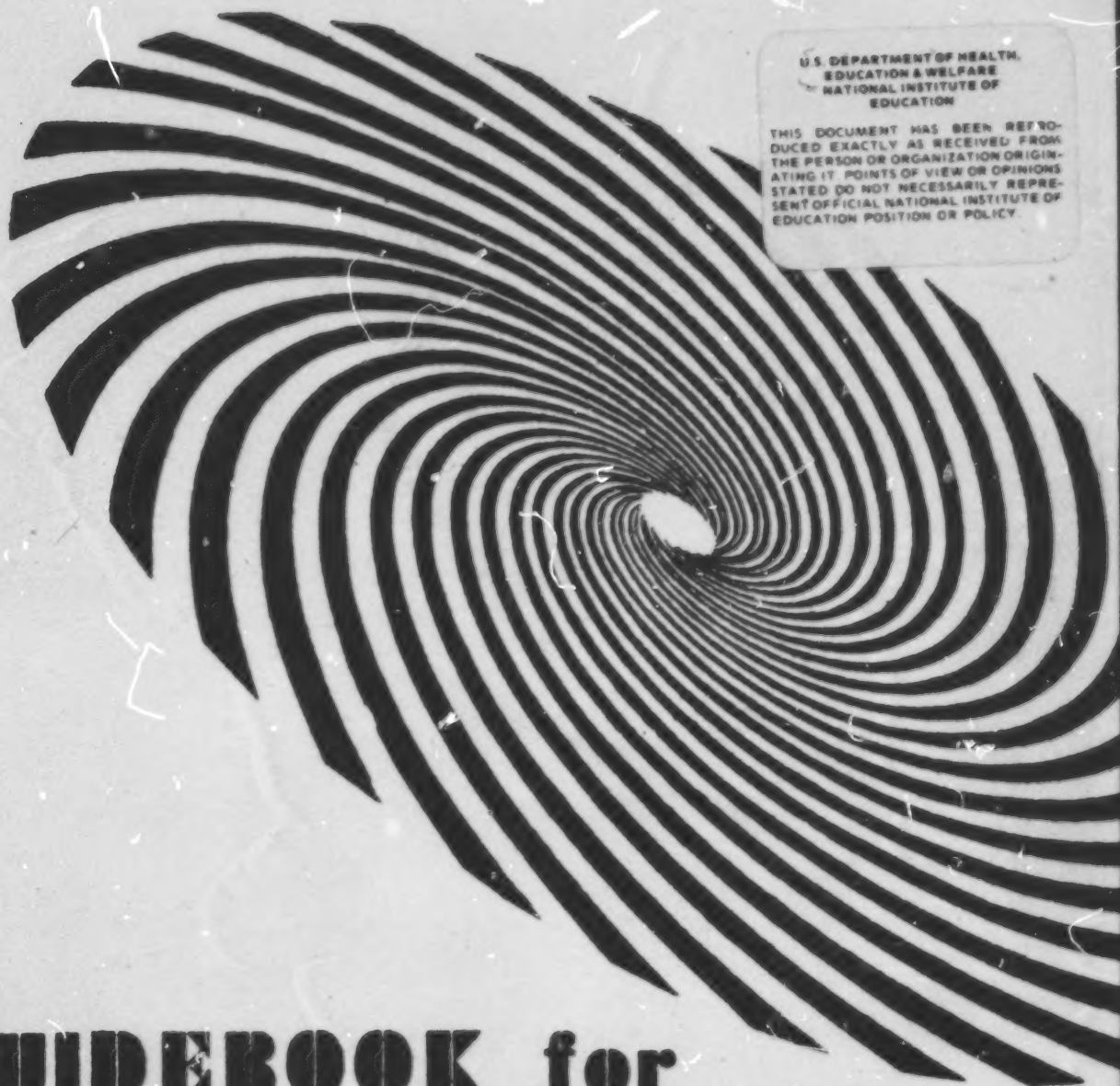
The guidebook for the teacher-coordinator of distributive education presents abstracts of 57 games and simulations. Each abstract provides a brief overview of the game or simulation, as well as author, publisher, cost, copyright date, time required, and number of players required. The abstracts are sequenced in alphabetical order. A topical index is also provided for the instructor who wishes to locate abstracts of games or simulations appropriate to a particular subject such as economics, human relations, banking, or collective bargaining. Directories of publishers, newsletters, professional organizations, and centers for simulation development are also included. A brief bibliography is appended. (NJ)

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SIMULATIONS & GAMES

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A GUIDEBOOK for DISTRIBUTIVE EDUCATION

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SIMULATIONS & GAMES

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A

**GUIDEBOOK for
DISTRIBUTIVE
EDUCATION**

INTRODUCTION

The recess bell rings and students bound from their classrooms with a burst of energy and enthusiasm to compress as much activity as possible into a seemingly short-lived twenty-minute recess. The students approach their activities with dedication and enthusiasm not evidenced in the classroom that is envied by their teachers. The recess bell rings again, immediately facial features depict the disappointment of the interruption, and the students return to the classroom. What teachers have not observed this dramatic transformation that occurs from classroom to playground and the return to the classroom? This metamorphosis has been observed by this writer on a number of occasions. Would it not be refreshing for the young people to approach the classroom learning experiences with the same amount of anxious anticipation, energy, enthusiasm, and dedication?

This educator began an earnest search for activities and materials that when used within the classroom would unleash that same energy and enthusiasm evidenced in play in a planned, meaningful classroom learning experience.

At the close of the school day one Friday afternoon, I was walking down the hall and was attracted to a social studies classroom from which raised voices could be heard. Approaching the open door, I observed

considerable student movement, clusters of students engaged in spirited discussions, and the teacher was leaning against the window sill observing the seemingly chaotic conditions. The teacher apparently noticed my interest and invited me to observe his students involvement in the Inter-Nation Simulation. At that moment, the final bell rang. Much to my amazement, the students ignored the final bell that marked the close of the school day and the beginning of the weekend.

After a rather lengthy conversation with the social studies teacher, I knew this was the type of involvement that I wanted to introduce into my Distributive Education program. However, many questions remained unanswered: "Are materials appropriate for the Distributive Education classroom available?"; "Who supplies materials of this type?"; "Are the costs prohibitive?"; "Are the materials appropriate for both large and small group instruction?"; etc. The simulations and games abstracted in this guidebook should provide the teacher-coordinator with materials that will generate interest, excitement, and enthusiasm, motivate, and encourage total involvement on the part of your students.

CONTENTS

	<u>Pages</u>
INTRODUCTION	ii -- iii
TABLE OF CONTENTS	iv
CROSS-REFERENCE INDEXING SYSTEM	
Alphabetical Index	2 -- 3
Topical Index	4 -- 5
ABSTRACTS OF SIMULATIONS AND GAMES	6 -- 66
GAMES NOT ABSTRACTED	67 -- 69
DIRECTORIES	
Publishers	71 -- 72
Newsletters	73
Professional Organizations	74
Centers for Simulation Development	75 -- 76
BIBLIOGRAPHY	77

INDEXING SYSTEM

An alphabetical index is provided which lists the fifty-seven simulations and games which have been abstracted. The abstracts are sequenced in alphabetical order. If the teacher-coordinator would seek information regarding a particular game, he should refer to the alphabetical index to locate the appropriate abstract. Each abstract provides a brief overview of the game.

If the teacher-coordinator does not have a particular simulation or game in mind, he should refer to the topical index for locating appropriate abstracts.

ALPHABETICAL INDEX

<u>Game Number</u>	<u>Titles</u>	<u>Page</u>
1	Acquire	7
2	Banking	8
3	The Bridge Game	9
4	Business Simulation I	10
5	Business Simulation II	11
6	The Career Game	12
7	Collective Bargaining	13
8	The Community	14
9	Concentration	15 -- 16
10	Consumer	17
11	The Cooperation Game	18
12	The Cork Balls Game	19
13	Democracy	20
14	Economic System	21
15	Executive Decision	22
16	The Firm	23
17	Five-Square	24
18	Foil	25
19	The Game of Life	26
20	The Hollow-Square Puzzle	27
21	Hollywood Squares	28
22	The Information Game	29
23	International Trade	30
24	Jeopardy	31 -- 32
25	Job Experience Kits	33
26	Life Career	34
27	The Listening Game	35
28	Low Bidder	36
29	The Lumberyard Game	37
30	Managing Your Money	38
31	Manufacturing Management Simulation	39
32	Market	40
33	The Market	41
34	Monopoly	42
35	Mulberry	43
36	The National Economy	44
37	The Nesting Boxes Game	45

<u>Game Number</u>	<u>Titles</u>	<u>Page</u>
38	Password	46
39	The Performance Game	47
40	Probe	48
41	The Problem-Solving Game	49
42	Projects for Leadership Development	50 -- 51
43	Quaker Supermarket Management	52
44	RSVP	53
45	Scarcity and Allocation	54
46	Scrabble	55
47	The Sticks and Stones Game	56
48	Stocks and Bonds	57
49	Supervisor's Survival Kit	58
50	The Supply and Demand Game	59
51	Trade and Develop	60
52	Transaction	61
53	Trip Across the Moon	62
54	Wheel and Deal	63
55	Wheels	64
56	The Wood Blocks Game	65
57	The Writing Game	66

TOPICAL INDEX

<u>Topic</u>	<u>Game(s)</u>
AUTOMOBILE PURCHASING	55
BANKING	2
BIDDING	28
CAREER GUIDANCE	6, 25, 26
CHAIN OPERATION	1
COLLECTIVE BARGAINING	7
COMMUNICATION	22, 27
COMMUNITY	8, 35
CONSUMER	19, 54
CREDIT	10
ECONOMICS	14, 16, 32, 33, 36, 45, 51
GOVERNMENT	13
GROUP CONSENSUS	53
HUMAN RELATIONS	11, 17, 53, 56
INTERNATIONAL TRADE	23
LEADERSHIP DEVELOPMENT	42
LETTER WRITING	57
MANAGEMENT DECISION-MAKING	15, 31, 37, 43, 50
MERGERS	1
MONEY MANAGEMENT	30

PROBLEM SOLVING	41
REAL ESTATE	34
RETAIL BUYING	4, 5
RETAIL PRICING	4, 5
REVIEW TEACHING TECHNIQUES	9, 21, 24
STOCK MARKET	48, 52
SUPERVISION	3, 12, 20, 29, 47, 49
TAXATION	8
VOCABULARY BUILDERS	18, 38, 40, 44, 46

ABSTRACTS

TITLE: Acquire

GAME NUMBER: 1

AUTHOR: Unknown

PUBLISHER: 3-M Company
St. Paul, Minnesota

COPYRIGHT:

COST: \$8.95

TIME REQUIRED: 1 - 1 1/2 hours NUMBER OF PLAYERS: 2-6 participants

OVERVIEW:

The participant's objective is to become the wealthiest executive through formation of hotel chains, timely stock purchases, mergers, and unit expansion of controlled chains. Each participant receives \$6,000 and six hotels and play begins. When the game is concluded, the participants determine the worth of their stock and the wealthiest executive wins.

TITLE:	Banking	GAME NUMBER:	2
AUTHOR:	Cranmer, H. J.		
PUBLISHER:	Science Research Associates 259 East Erie Street Chicago, Illinois 60611	COPYRIGHT:	1968
		COST:	\$5.95 per booklet
TIME REQUIRED:	2 hours	NUMBER OF PLAYERS:	6-24 participants; 2-8 teams

OVERVIEW:

This game involves the players in the financial activities and decisions that are to be made by commercial banks. Each team represents three banks, and the average of the activities and decisions made by the three banks is the basis used for scoring.

Behavioral Objectives: Following the completion of play, the team members will be able to: identify means by which interest rates are set to stimulate borrowing and depositing and why this rate must be attractive, understand why various banking activities are important to individual banks, understand the many functions of banks other than places for investing, understand that only a portion of deposits can be used for making loans, understand how profits are made, understand ways in which consumers and businesses can use their savings or idle funds, understand the banks' roles in the economy of an area.

TITLE:	The Bridge Game	GAME NUMBER:	3
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	1969
		COST:	\$75.00
TIME REQUIRED:	1-2 hours	NUMBER OF PLAYERS:	3-15 participants; 3 teams

OVERVIEW:

Participants are organized into three companies and given a blueprint and materials required to build a bridge. The companies are required to specify how the tasks are to be divided and estimate the time required to complete the task. The companies build the bridge specified in the blueprint. Concepts involved are:

- (1) planning and estimating;
- (2) supervisory styles; and
- (3) delegation and manpower assignment.

TITLE: Business Simulation I **GAME NUMBER:** 4
AUTHOR: Unknown
PUBLISHER: Arizona DECA **COPYRIGHT:** Unknown
1333 West Camelback Road, Suite 115
Phoenix, Arizona 85013 **COST:** Unknown
TIME REQUIRED: 30 minutes per **NUMBER OF PLAYERS:** No limit
time period

OVERVIEW:

The participants are assigned the role of an assistant buyer in a local department store responsible for buying and pricing a single product. The game is divided into time periods in which the participant makes two decisions: (1) amount of product to purchase, and (2) the retail price to be charged for the product. A referee's key is provided to determine the participant's buying and pricing success. The winner is determined by the participant with the highest accumulation of net profit.

The simulation director should consider organizing the participants into teams with one participant selected as the assistant buyer. The interaction in decision-making greatly enhances usage of the game.

TITLE: Business Simulation II GAME NUMBER: 5
AUTHOR: Unknown
PUBLISHER: Arizona DECA COPYRIGHT: Unknown
 1333 West Camelback Road, Suite 115
 Phoenix, Arizona 85013 COST: Unknown
TIME REQUIRED: 30 minutes per NUMBER OF PLAYERS: No limit
 time period

OVERVIEW:

The participants are organized into merchandising groups with total authority for a particular department. The team is responsible for ordering, pricing, and hiring. Game II is developed around two products and three decisions are required:

- (1) establishing retail prices for both products,
- (2) ordering merchandise for stock, and
- (3) hiring of salespeople.

The team with the highest accumulated net profit and cash available position is considered in determining the winner.

TITLE:	The Career Game	GAME NUMBER:	6
AUTHORS:	E. N. Chapman and Guy'lene Dwyer		
PUBLISHER:	Educational Progress Corporation 8538 East 41st Street Tulsa, Oklahoma 74145	COPYRIGHT:	1970
		COST:	\$75.00
TIME REQUIRED:	No limit	NUMBER OF PLAYERS:	No limit

OVERVIEW:

The Career Game is an innovative approach to career guidance incorporating involvement, decision-making and self-concept building. It is planned to motivate extensive exploration of career information and opportunities by those who use it.

It may be used in group or individual situations, since it is semi-programmed. It utilizes 398 information cards on 166 occupations (with related career choices), score pages, and is introduced by filmstrip with accompanying cassette or tape.

The "player" makes a series of decisions through a process of elimination and eventually discovers a career choice. His decisions are based upon sound career information, an "educational price" (attached to each choice), and his own interests, aptitudes, values, and aspirations. Frequent warning signals are given. In order to win the game he must find and score himself on 2 or 3 career possibilities.

The Career Game is not to be used to provide permanent career choices but to encourage further exploration. Two sources for further exploration are given:

- (1) All career cards have an address or suggestions where to write or visit for more information.
- (2) The occupations described are correlated with the "Career Development LaboratoryTM" reference unit of taped (or cassette) interviews in various occupations.

TITLE: Collective Bargaining GAME NUMBER: 7
AUTHOR: Cranmer, H. J.
PUBLISHER: Science Research Associates COPYRIGHT: 1968
 259 East Erie Street
 Chicago, Illinois 60611 COST: \$5.95
 per booklet
TIME REQUIRED: 1 hour NUMBER OF PLAYERS: 6-24 participants;
 1-4 teams

OVERVIEW:

The game Collective Bargaining introduces you to a crucial phase of labor-management relations. It is a model that allows players to simulate the atmosphere and conditions that prevail during the negotiation of a new labor contract. The simulation is based upon a single company where employees are represented by one union on a negotiated one-year contract. The participants are organized into teams of negotiators representing the union and the company involved. The success of a negotiating team is determined by evaluating the following factors:

- (1) net gain to union;
- (2) total cost to management;
- (3) days of strike; and
- (4) hours of stoppage.

TITLE:	The Community	GAME NUMBER:	8
AUTHOR:	Cranmer, H. J.		
PUBLISHER:	Science Research Associates 259 East Erie Street Chicago, Illinois 60611	COPYRIGHT:	1968
		COST:	\$5.95 per booklet
TIME REQUIRED:	2 hours	NUMBER OF PLAYERS:	3-24 participants; 1-8 teams

OVERVIEW:

By simulating a community primarily residential, with three industries in which many of the people work, this game has the teams assuming roles and making decisions similar to those in everyone's community. There is also local government. The team members must imagine themselves as employers and employees when deciding on wage levels; then must imagine themselves as government officials when deciding on tax rates. It is up to the team members, as taxpayers and officials, to determine how to spend tax monies. The object of the game is to create the most attractive, progressive community possible. The success of the teams making the most improvements and the prosperity of their industries is the basis for scoring. The team with the highest score wins. The relationship between industry, taxes, profits, community, welfare and wages becomes more clear as the game is played.

The game allows the participant the opportunity:

- (1) to become aware of some of the economic principles and problems involved in running a community.
- (2) to become aware of the relationship between wages and profits
- (3) to become acquainted with the process by which public officials decide how to spend local revenues
- (4) to understand what happens to a community if an industry closes and welfare needs increase.
- (5) to realize the importance of cooperation between business and the community.

TITLE: Concentration

GAME NUMBER: 9

AUTHOR:

PUBLISHER:

COPYRIGHT:

COST:

TIME REQUIRED:

NUMBER OF PLAYERS:

OVERVIEW:

On material of your choice, develop a large board similar to that used in the board game and on the television program "Concentration." The board will be comprised of about 30 squares which are removable. Each square will be numbered and under it will be written symbols, terms, or sentences. On the reverse side of the square will be written a portion of a message. (This could be a statement about marketing channels, retailing, salesmanship, etc.)

Divide the class into teams. Players on teams take turns choosing two numbers from the board. As the first number is chosen, the square is removed and the player identifies it. If the identification is incorrect, the squares are returned as they were, and it is the other team's turn to choose two numbers.

If the identification is correct, the squares are turned over to reveal that portion of the message revealed and the player has 10 seconds to identify the message. If he guesses the message, that team wins. If he doesn't, the game continues with the next players on the other team choosing numbers.

If the symbols or terms do not match, the squares are placed on the board again with the numbers visible, and the next player on the other team takes his turn.

There are many methods of presenting this game. Some possibilities are overlays used on the overhead projector, index cards taped on poster board, rubber cement used on the bulletin board, or possibly by using a felt board.

Not only will the students have to concentrate on remembering where the symbols or terms are located on the board, but they will have to be able to identify them quickly. This game is an excellent review method.

General objective: To encourage a competitive, enjoyable instructional activity to assist in the learning process.

Specific objective: To achieve subject matter competency in the area(s) chosen by the teacher-coordinator.

TITLE:	Consumer	GAME NUMBER:	10
AUTHOR:	Zaltman, Gerald		
PUBLISHER:	Western Publishing Company, Inc. School and Library Department 150 Parish Drive Wayne, New Jersey 07470	COPYRIGHT:	
		COST:	\$30.00
TIME REQUIRED:	1 1/2 - 2 1/2 hours	NUMBER OF PLAYERS:	11-34

OVERVIEW:

Installment buying decision-making is simulated in Consumer. The interactions and the competitive nature of the game encourage participant involvement. Three roles are assigned and the participants compete within their roles to accumulate the greatest number of points. The roles are (1) consumers, (2) credit managers, and (3) loan managers. The participants experience the interactions between consumers and credit and loan managers and must (1) weigh the added cost of financing a purchase against the additional value to them of having the item immediately; (2) determine whether their purchases are yielding the greatest utility for their money; and (3) guard against unanticipated events not generally covered by insurance.

A post-game evaluation should be conducted with content information to improve decision-making disseminated and discussed. Repetitive use of the simulation is strongly recommended to allow each participant the opportunity to improve their performance.

TITLE: The Cooperation Game GAME NUMBER: 11

AUTHOR: Unknown

PUBLISHER: Training Development Center COPYRIGHT: 1971
2 Pennsylvania Plaza
New York, New York 10001 COST: \$50.00

TIME REQUIRED: 10-30 minutes NUMBER OF PLAYERS: 12 participants

OVERVIEW:

The participants are exposed to conflicting pressures as they compete in a ball-trading exercise. Participants experience the importance of group cooperation if individual goals are to be achieved. Concepts involved in this simulation are: team building, need for trust, goal achievement through group action, and establishing mutual confidence.

TITLE:	The Cork Balls Game	GAME NUMBER:	12
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	1969
		COST:	\$75.00
TIME REQUIRED:	1-2 hours	NUMBER OF PLAYERS:	4-16 participants; 2 teams

OVERVIEW:

The participants are organized into two teams who design and then instruct other participants (employees) to operate a system for packaging two sizes of cork balls in two sizes of containers. The most effective production team is determined by the production time and rejection rate.

TITLE:	Democracy	GAME NUMBER:	13
AUTHOR:	Coleman, James S.		
PUBLISHER:	Western Publishing Company, Inc. School and Library Department 150 Parish Drive Wayne, New Jersey 07470	COPYRIGHT:	1966
		COST:	\$6.50
TIME REQUIRED:	1-4 hours	NUMBER OF PLAYERS:	6-11

OVERVIEW:

Democracy, a set of seven games, places the participant in an environment to experience the variety of processes involved in a representative government. The complexity of decision-making within the democratic process is emphasized in the five variations of the game. The themes in which the variations are designed are:

- (1) the legislator must consider his own beliefs as well as satisfying his constituents' interests;
- (2) the power of the floor leader is demonstrated;
- (3) the committee structure is introduced;
- (4) the powers of a party leader in aiding re-election are added;
- (5) the legislator is forced to deal with the negative public reaction to the high cost of many desirable programs.

TITLE:	Economic System	GAME NUMBER:	14
AUTHORS:	T. R. Harris and J. S. Coleman		
PUBLISHER:	Western Publishing Company, Inc. School and Library Department 150 Parish Drive Wayne, New Jersey 07470	COPYRIGHT:	1969
		COST:	\$25.00
TIME REQUIRED:	2-4 hours	NUMBER OF PLAYERS:	7-13

OVERVIEW:

The participant is exposed to the basic features of an economic system. Each participant assumes the role of either a worker, farmer, or manufacturer. The game is divided into three rounds with each round subdivided into three phases--production, marketing, and consumption. Satisfaction points are earned by the consumption of food and manufactured goods. Points are greater if the goods consumed are in limited supply.

Variations of the basic game are provided, including the introduction of a fourth role, the mine owner who produces raw materials for the manufacturer. Additional variations are facilitated including the following components:

- (1) taxation,
- (2) government regulation of the economy, and
- (3) support and replacement of public goods (schools, road, and police protection)

TITLE: Executive Decision GAME NUMBER: 15
AUTHOR: Unknown
PUBLISHER: 3-M Company COPYRIGHT:
 St. Paul, Minnesota
 COST: \$8.95
TIME REQUIRED: 1 hour NUMBER OF PLAYERS: 2-6 participants

OVERVIEW:

Executive Decision is a simulation designed to provide the participant the opportunity to experience top-level corporate management decision-making. The participant is assigned the role of a top-level executive with the responsibility to purchase new materials necessary for production efforts and selling the finished goods at the best market price. At the close of the twelve time periods (each represents one month), the participants convert all assets to cash and the participant with the most money wins.

The simulation director should review the decisions made by the participant with the most cash and compare alternative decisions and consequences. Repetitive use should allow the participant the opportunity to improve his decision-making ability.

TITLE: The Firm **GAME NUMBER:** 16

AUTHOR: Cranmer, H. J.

PUBLISHER: Science Research Associates **COPYRIGHT:** 1968
259 East Erie Street
Chicago, Illinois 60611 **COST:** \$5.95
per booklet

TIME REQUIRED: 2 hours **NUMBER OF PLAYERS:** 6-24 participants;
1-4 teams

OVERVIEW:

The participants are organized into teams for the purpose of providing participants the opportunity to experience the economic principles of running a business. Role assignments are made and rotation among roles is encouraged. The participants are responsible for making decisions regarding price, quantity, loans and repayments. The winning team is identified as the one with the greatest profit and return on profit.

TITLE: The Game of Life GAME NUMBER: 19
AUTHOR: Unknown
PUBLISHER: Milton Bradley Company COPYRIGHT:
 Springfield, Massachusetts
 COST: \$6.00
TIME REQUIRED: 1 hour NUMBER OF PLAYERS: 2-8 participants

OVERVIEW:

A board game based primarily upon chance as players proceed through "life" earning, investing, insuring, marrying, propagating, borrowing and repaying, gambling, and generally amassing a fortune. The winner is determined by the participant with the greatest amount of cash. Board movements are dictated by the Wheel of Fate.

TITLE: The Hollow-Square Puzzle GAME NUMBER: 20

AUTHOR: Unknown

REPRODUCED IN: Schmuck, Richard A. and COPYRIGHT: Unknown
 Philip J. Runkel, A Preliminary
Manual for Organizational Training COST: Unknown
in Schools

TIME REQUIRED: 1 - 1 1/2 hours NUMBER OF PLAYERS: 6-24 participants
 1-4 teams

OVERVIEW:

This exercise focuses upon the problems of using a formal hierarchy in group problem solving; more specifically, this exercise simulates the problems that occur when one team plans something for another team to carry out. Participants can learn about the processes of team planning, problems of communication between a planning group and an implementing group, and the problems with which an implementing group must cope when carrying out a plan it did not make itself.

The exercise is carried out by clusters of ten or eleven persons. Each cluster is divided into three sub-groups. Four persons serve as "planners," four as "operators," and the remaining two or three as observers. The planners first have a conference to decide how they will instruct the operators to do the task and the operators then carry through the task as best they can while the observers watch the process, making notes of the efficiencies and difficulties.

If you are unable to locate the above publication, a copy of The Hollow-Square Puzzle can be acquired by sending \$1.00 to Dr. Jimmy G. Koeninger

Program Specialist, Distributive Education
 Department of Vocational Education
 University of Northern Colorado
 Greeley, Colorado 80631

TITLE: Hollywood Squares

GAME NUMBER: 21

OVERVIEW:

The teacher-coordinator should view the T.V. game Hollywood Squares if he is unfamiliar with the game format. The game is similar to the game of Tic-Tac-Toe. The participants attempt to place 3 X's or O's in a straight vertical, horizontal, or diagonal position. However, the participant's symbol (X or O) can only be placed if he can listen to a question and determine if a respondent's answer is correct or incorrect. If the participant agrees or disagrees with the response, and is correct in his judgment, he may place his symbol in any of the spaces.

This game is an excellent technique for reviewing an instructional unit and to use competitive spirit to enhance learning.

TITLE:	The Information Game	GAME NUMBER:	22
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	1969
		COST:	\$75.00
TIME REQUIRED:	1-2 hours	NUMBER OF PLAYERS:	No limit

OVERVIEW:

The game allows each participant the opportunity to experience the communication roles of receiver and sender. Participants are seated around a table and provided a set of blocks and sticks and a cardboard shield. The simulation director begins the game by reading building instructions to one of the participants who is free to ask questions, then arranges his blocks and sticks according to the instructions. The first participant instructed turns to the person seated beside him and instructs him. The process is repeated around the table until all have received the instructions. The participants then arrange their blocks and sticks behind the cardboard shields. Upon completion, the participants remove their shields and determine where communication breakdowns are observable. Five exercises are provided to emphasize communication concepts.

TITLE:	International Trade	GAME NUMBER:	23
AUTHOR:	Cranmer, H. J.		
PUBLISHER:	Science Research Associates 259 East Erie Street Chicago, Illinois 60611	COPYRIGHT:	1968
		COST:	\$5.95 per booklet
TIME REQUIRED:	2 hours	NUMBER OF PLAYERS:	6-24 participants; 1-4 teams

OVERVIEW:

In this game, competitive importers and exporters seek profits from trade. The process improves the welfare of the two areas involved because, after trading, each area has more of each commodity than individual resources could have produced. In working for their own gain, traders stimulate international trade. In later rounds, additional conditions show the effects of tariffs and balance of payments on the volume and extent of trade.

The team with the highest combined satisfaction points (both areas), as shown by the Satisfaction Charts, wins the game.

Members of a team play roles in International Trade. There are a U. S. importer and a Common Market exporter of one product, and a Common Market importer and a U. S. exporter of another. There are two bankers--making a total of six roles.

TITLE: Jeopardy

GAME NUMBER: 24

AUTHOR:

PUBLISHER:

COPYRIGHT:

COST:

TIME REQUIRED:

NUMBER OF PLAYERS:

OVERVIEW:

	Retailing	Wholesaling	Advertising	Marketing	Display
	\$10	\$10	\$10	\$10	\$10
	\$20	\$20	\$20	\$20	\$20
	\$30	\$30	\$30	\$30	\$30
	\$40	\$40	\$40	\$40	\$40
	\$50	\$50	\$50	\$50	\$50
	\$60	\$60	\$60	\$60	\$60
	\$70	\$70	\$70	\$70	\$70
	\$80	\$80	\$80	\$80	\$80
	\$90	\$90	\$90	\$90	\$90
	\$100	\$100	\$100	\$100	\$100

The answers are covered until the category and amount are called for. Lift up flaps revealing 3 x 5 cards.

You need a referee and scorekeeper

Four teams are made up consisting of five students each. The teams are grouped together in a circle for quick discussion. The first team gets to chose the category and amount. The teacher or referee exposes (and reads) the "answer." (In Jeopardy the answer is given and the contestant supplies the appropriate question.) After the answer is exposed, each team has 15 seconds to respond to a question. Any member on the team can respond --

the first person to stand can give their question; if it is right, the team receives the points, and that person chooses the next category and amount. If the question is wrong, then points are deducted and the next person to stand (from one of the other three teams) has another opportunity to answer, and so on, until the question is correctly stated.

The higher priced questions would be more difficult.

<u>Amount/Category</u>	<u>Sample Answers</u>	<u>Appropriate Question</u>
\$40 Advertising	"logotype"	What layout element indicates the store's signature?
\$100 Retailing	"caveat emptor"	What is the expression that means "let the buyer beware"?
\$50 Display	"informal balance"	What type of balance has the most attention-getting ability?

This could be used to review a unit, to refresh the basics of the course, in preparation for a comprehensive test. The team that accumulates the greatest dollar total is the winner.

TITLE:	Job Experience Kits	GAME NUMBER:	25
AUTHOR:	Krumboltz, John D.		
PUBLISHER:	Science Research Associates 259 East Erie Street Chicago, Illinois 60611	COPYRIGHT:	
		COST:	
TIME REQUIRED:	No limit	NUMBER OF PLAYERS:	No limit

OVERVIEW:

The kits stimulate interest in vocational exploration by allowing students to try out realistic work problems--to do tasks like those they would find on the job. Simulated work experiences are presented for twenty occupations.

Twenty individual kits are packaged in one large box. They include eight jobs not requiring education beyond high school, eight calling for some post high school training, and four for which college is necessary. The kits are: Accountant, Automobile Mechanic, Beautician, Designer, Electronic Technician, Elementary School Teacher, Lawyer, Librarian, Medical Technologist, Motel Manager, Police Officer, Salesperson, Secretary, Truckdriver, Veterinarian, X-Ray Technician, Appliance Serviceman, Carpenter, Draftsman, and Plumber.

TITLE:	Life Career	GAME NUMBER:	26
AUTHOR:	Boocock, Sarane S.		
PUBLISHER:	Western Publishing Company, Inc. School and Library Department 150 Parish Drive Wayne, New Jersey 07470	COPYRIGHT:	1969
		COST:	\$35.00

TIME REQUIRED:	1-6 hours	NUMBER OF PLAYERS:	2-4 players per team
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OVERVIEW:

The participants in Life Career will be afforded the opportunity to make plans for their future with regard to occupation, education, and marriage. Following instruction, the participants will be able to:

- (1) describe how the life cycles of men and women are patterned, including the kinds of career decisions that persons in our society must make at various points in their lives;
- (2) describe the way in which decisions about occupations, education, family life, and the use of leisure time are interrelated (for example, the education a person gets affects what kinds of jobs he can obtain, and the kind of person he marries. And the decisions a person makes at one point in his life affect his opportunities at later points);
- (3) describe what factors affect a person's success and satisfaction with his education, his job, his marriage, and his free time;
- (4) describe what kinds of educational and occupational opportunities are open to individuals with varying sets of personal characteristics, and how to locate and use reference materials which contain this type of information.

TITLE:	The Listening Game	GAME NUMBER:	27
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	
		COST:	
TIME REQUIRED:	1 hour	NUMBER OF PLAYERS:	6-24 participants

OVERVIEW:

The concept of selective perception is demonstrated in this unique simulation. The participants are exposed to an audio-taped conversation. Prior to listening to the tape, the simulation director distributes six sets of instructions which are different to participants who think the instructions are identical. The participants listen to the same conversation, answer questions, and compare answers. Post-game discussion affords the participants the opportunity to observe the effect of mental sets.

TITLE:	Low Bidder	GAME NUMBER:	28
AUTHOR:	Park, William R.		
PUBLISHER:	Entelek, Incorporated 42 Pleasant Street Newburyton, Massachusetts 01950	COPYRIGHT:	1964
		COST:	\$10.00
TIME REQUIRED:	1-2 hours	NUMBER OF PLAYERS:	2-24 participants

OVERVIEW:

Low Bidder provides the participants the opportunity to experience conditions confronting industry executives in contract bidding. The participants must select low-demand jobs, estimate markup, and prevent competitive cut-throat tactics. The participants are provided the same capital, contract bidding opportunities, and are required to pay operating expenses. The winner is determined by the participant with the greatest amount of accumulated profit.

TITLE:	The Lumberyard Game	GAME NUMBER:	29
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	1969
		COST:	\$75.00
TIME REQUIRED:	1-2 hours	NUMBER OF PLAYERS:	2-24 participants 1-12 teams

OVERVIEW:

This game provides the participant the opportunity to experience a supervisory task in which a supervisor must train an employee both expediently and accurately. The participants are organized into teams consisting of one supervisor and one employee. The most outstanding supervisor is determined by the employee's efficiency and accuracy in accomplishing the task being taught.

TITLE: Managing Your Money

GAME NUMBER: 30

AUTHOR: Unknown

PUBLISHER: Cuna Mutual Insurance Society
P. O. Box 391
Madison, Wisconsin 53701

COPYRIGHT:

COST: \$6.00

TIME REQUIRED: Varies, but could be kept to one class period

OVERVIEW:

A board game designed to simulate experiences of:

- (1) earning a salary
- (2) borrowing from a credit union
- (3) making payments and paying interest
- (4) saving in the credit union
- (5) suffering financial losses (which could be avoided or lessened by the purchase of insurance)
- (6) receiving windfalls

Each player receives a loan to begin and play continues until one player has repaid his, plus having another \$2,000 in share-savings deposited in the credit union. Players have the opportunity to "buy" a vocation. This enables him to earn a salary (no workee--no earnee) each time around the board and collect a fee from players when they land on his employment square. An employment certificate is given which may be returned and tuition paid to the technical school to up-grade the occupation for a better salary and higher fees. Insurances are relatively inexpensive to avoid or reduce possible financial losses. "Good times" and "hard times" each occupy one side of the board (but may be entered only by landing on a certain square). To emphasize the effects of these situations, only one die is cast each turn when the player travels this route. Any player who is \$10,000 in debt is declared bankrupt and must drop out of the game.

TITLE: Manufacturing Management Simulation **GAME NUMBER:** 31

AUTHORS: Douglas D. McNair and Alfred P. West, Jr.

PUBLISHER: Simulated Environments, Incorporated **COPYRIGHT:** 1968
3401 Market Street
Philadelphia, Pennsylvania 19104 **COST:** \$750.00

TIME REQUIRED: 1 1/2 - 2 hours **NUMBER OF PLAYERS:** 8-60 participants;
divide into teams

OVERVIEW:

The purpose of the simulation is to develop decision-making skills and expose the participants to management theory. Management roles are assigned within the manufacturing firm and teams formed to compete. Maximization of profits, minimization of costs, and labor relation stabilization are factors which determine the successful management team.

The team approach and competitive aspect among teams enhances the simulator's effectiveness. Although a data base is provided, the participants are allowed total freedom within their role assignments. The nature of the decision-making activities demands knowledge, understanding, skill in applying theory to practice, rapid decision-making ability, and a competitive spirit.

TITLE:	Market	GAME NUMBER:	32
AUTHOR:	Unknown		
PUBLISHER:	Benefic Press 10300 West Roosevelt Road Westchester, Illinois 60153	COPYRIGHT:	1971
		COST:	\$50.00
TIME REQUIRED:	5 hours	NUMBER OF PLAYERS:	4-24 participants; 1-6 teams

OVERVIEW:

Market is designed to provide the participant the opportunity to experience economic principles of supply and demand. The participants are organized into teams -- retailers and consumers -- with two participants per team. A retailing team is the winner when they earn the most profit by selling food cards. The more food cards sold at competitive prices the greater the chance of winning. The winning consumer team must purchase food cards at lower competitive prices than other teams to complete their Shopping Board, while completing requirements for the six dinner meals. Repeated administration of the game is recommended to allow participants the opportunity to improve their purchasing ability.

TITLE: Monopoly GAME NUMBER: 34
 AUTHOR: Unknown
 PUBLISHER: Parker Brothers, Incorporated COPYRIGHT:
 Salem, Massachusetts 01970
 COST:
 TIME REQUIRED: 1-3 hours NUMBER OF PLAYERS: 2-6 participants

OVERVIEW:

Monopoly simulates the activities involved in buying, renting, or selling real estate. This is an alternative to open a unit on investments, banking, etc. The vocabulary terms can be used as report topics. The students are forced to use strategy in real estate purchasing, trading, and improvements. Actual bargaining takes place in which the student is confronted with choice making. Discussions could be conducted following the game as to why certain decisions were made and the outcomes of those decisions.

Objectives for using Monopoly as an instructional activity might include:

- (1) Given the alternatives to buy or not to buy property, houses, or hotels, the student will demonstrate his ability in decision making by actually making those decisions.
- (2) The student will be able to define orally or in writing the following vocabulary words: mortgage, title deed, script, bank, real estate, property, rent, taxes, salary, options, unimproved lots, bonus, bankrupt, borrow, and lend.
- (3) At any given time while playing Monopoly, the student will be able to compute his financial standing.
- (4) The student will be able to figure percentages.

TITLE:	Mulberry	GAME NUMBER:	35
AUTHOR:	Unknown		
PUBLISHER:	Paul S. Amedon & Associates, Inc. 5408 Chicago Avenue, South Minneapolis, Minnesota 55417	COPYRIGHT:	Unknown
		COST:	
TIME REQUIRED:	No limit	NUMBER OF PLAYERS:	Unlimited

OVERVIEW:

Mulberry is a simulation of an urban renewal project in one community. Participants play the roles of citizens, city officials, and professional planners. The problem is to devise a political solution that can combine the use of federal monies, local governmental planning, and private development, but still meet the needs and insure the rights of citizens who may be affected by the project.

Suggested simulation objectives are:

- (1) The student will be able to work with his group to acquire land by preparing documents to the Mulberry Community Development Authority for adoption.
- (2) After reading the instructions for Mulberry, the student will be able to select a role and perform tasks related to it.

TITLE:	The National Economy	GAME NUMBER:	36
AUTHOR:	Cranmer, H. J.		
PUBLISHER:	Science Research Associates 259 East Erie Street Chicago, Illinois 60611	COPYRIGHT:	1968
		COST:	\$5.95 per booklet
TIME REQUIRED:	2 hours	NUMBER OF PLAYERS:	2-24 participants; 1-12 teams

OVERVIEW:

This game is concerned with the development of a hypothetical national economy in which the government is assumed to be completely inactive. Policy decisions are made by the business community which, for simplicity's sake, is grouped into three separate segments producing three kinds of goods: consumer, luxury, and producer goods. Each group sends representatives to a top-level council of businessmen, which studies the economy and recommends to the respective groups an investment policy (specifically, amounts to be invested) that will maintain full employment without inflation.

Success of an industry group is determined by a point-scoring system. The group with the greatest number of points is the winner.

TITLE:	The Nesting Boxes Game	GAME NUMBER:	37
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	1969
		COST:	\$75.00
TIME REQUIRED:	1 hour	NUMBER OF PLAYERS:	4-24 players; 1-6 teams

OVERVIEW:

This game is structured basically the same as The Supply and Demand Game.

The participants are divided into teams which simulate a factory. The teams, or factories, compete to earn the greatest number of points by producing a product -- sets of nested boxes. Production is scheduled within a specified time period and the participants experience both scheduled and unscheduled obstacles in their production activities. The game allows the participants the opportunity to:

- (1) plan, schedule, direct and control the three basic production components -- labor, equipment and raw materials.
- (2) plan, schedule, direct and control inventory demands with varied amounts of time, physical and human resources, and consumer demand.
- (3) identify and evaluate the most effective production techniques employed in this game and relate this knowledge to on-the-job experiences.

TITLE:	Password	GAME NUMBER:	38
AUTHOR:	Unknown		
PUBLISHER:	Milton Bradley Company Springfield, Massachusetts	COPYRIGHT:	
		COST:	\$8.00
TIME REQUIRED:	No limit	NUMBER OF PLAYERS:	4 participants or 2 teams

OVERVIEW:

Password is an excellent competitive vocabulary building exercise. The game is not necessary to purchase if the teacher-coordinator is familiar with the game procedure and scoring system of this popular television game. Individual participants can be selected from the class or the class may be divided into two or more teams for team competition. The game idea is attractive since it requires little preparation or extra equipment. The teacher-coordinator should consider:

- (1) using the password game as a vocabulary review technique on a continuous competitive basis, and
- (2) the word when guessed must also be defined accurately if the total amount of points are to be granted.

TITLE:	The Performance Game	GAME NUMBER:	39
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	1969
		COST:	\$75.00
TIME REQUIRED:	1-3 hours	NUMBER OF PLAYERS:	6-24 participants; 2-8 groups

OVERVIEW:

The participants are organized into three-man teams composed of one supervisor and two employees. The teams are assigned a task, sign painting, and are concerned with qualitative and quantitative standards. Performance evaluations, self-evaluation and team member's evaluation are conducted. The gaming activities allow each participant the opportunity to:

- (1) conduct a job analysis
- (2) develop job performance criteria for evaluative purposes
- (3) compare job performance criteria with other team members
- (4) conduct and participate in a performance appraisal interview
and to receive an interview critique by an observer

TITLE:	Probe	GAME NUMBER:	40
AUTHOR:	Unknown		
PUBLISHER:	Parker Brothers, Incorporated Salem, Massachusetts 01970	COPYRIGHT:	1964
		COST:	\$7.95
TIME REQUIRED:	NUMBER OF PLAYERS:		

OVERVIEW:

The game Probe can be used effectively to teach terminology and spelling in the various areas of marketing. The participant selects a word and places the letters of the word face down on the card rack. The other participants attempt to guess the word, letter by letter. Any words could be selected, however, the teacher-coordinator may wish to delimit the words to a specific unit of instruction, e.g., advertising. Words which may be chosen in the area of advertising might include: logotype, signature, flex-form, retail, newspaper, door-to-door, etc. A suggestion: Points could be granted to the person who guessed the word correctly if he can properly define the word. The participant who accumulates the greatest number of points would be the winner.

Tournaments or continuing games could be arranged to maintain class interest.

General Objective: To encourage a competitive, enjoyable, instructional activity to assist in the learning process.

Specific Objective: To achieve competency in word identification, spelling, and word definition in the area chosen by the teacher-coordinator.

TITLE:	The Problem-Solving Game	GAME NUMBER:	41
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	
		COST:	\$50.00
TIME REQUIRED:	1-2 hours	NUMBER OF PLAYERS:	4-24 participants; 2-6 teams

OVERVIEW:

A series of increasingly difficult timed problems are experienced by the participants. The concepts involved in this simulation are: the nature of problem solving, and interpersonal relations. The opportunity to win is enhanced when group solutions are pursued, thus demonstrating the importance and effectiveness of group problem solving as compared to individual problem solving.

Given an "outside" individual's viewpoint concerning the group work in general, each student will be able to express pride, loyalty, and/or competitive feeling towards the group work by means of outward reactions to the individual's evaluation.

Given a particular situation, each student will be able to demonstrate their discussion ability by actively participating and allowing others to participate.

Given a particular situation, each group member will be able to evaluate the group techniques involved in terms of cooperativeness and success in achieving the particular goal.

Given a particular situation, each student will be able to evaluate the techniques of effective discussion as applied in his or her particular situation based on such criteria as cooperativeness and success in achieving the particular goal.

Given a group situation in which a person will be expressing an unpopular viewpoint, each student in the group will illustrate the degree of pressure placed on the individual by orally expressing his or her reaction to the individual.

Based on each student's evaluation of the unpopular viewpoint, each student will be able to identify their reason for such reaction and the possible consequence in terms of the human relation element of the group.

TITLE:	Quaker Supermarket Management Decision Game	GAME NUMBER: 43
AUTHOR:	Unknown	
PUBLISHER:	The Quaker Oats Company Customer Programs Department Merchandise Mart Plaza Chicago, Illinois 60654	COPYRIGHT: COST:
TIME REQUIRED:	6-8 hours	NUMBER OF PLAYERS: 5 (minimum) no maximum

OVERVIEW:

The game is primarily an on-the-job training situation. It is to give the participants a better understanding of the supermarket operation. The game attempts to duplicate actual situations. The participants make decisions involving prices, inventory, advertising, specials, hiring, and firing, etc. In its present form, the game requires the use of IBM equipment, for printouts and answers from the company.

The participants are provided the opportunity to:

- (1) determine what prices to set for each commodity;
- (2) decide how much to order for each department;
- (3) determine what specials to feature;
- (4) decide how much to spend on advertising;
- (5) determine who to employ; and
- (6) determine who to fire.

TITLE:	RSVP	GAME NUMBER:	44
AUTHOR:	Unknown		
PUBLISHER:	Selchow and Righter Company 200 Fifth Avenue New York, New York 10010	COPYRIGHT:	
		COST:	\$6.00
TIME REQUIRED:	30 minutes	NUMBER OF PLAYERS:	2 participants

OVERVIEW:

A three-dimensional crossword game played on an upright board with 75 playing cubes. An alternative method with Scrabble, Probe, Foll, and others for vocabulary building and/or vocabulary review. Words used should also be properly defined prior to granting points.

TITLE:	Scarcity and Allocation	GAME NUMBER:	45
AUTHOR:	Cranmer, H. J.		
PUBLISHER:	Science Research Associates 259 East Erie Street Chicago, Illinois 60611	COPYRIGHT:	1968
		COST:	\$5.95 per booklet

TIME REQUIRED:

NUMBER OF PLAYERS:

OVERVIEW:

The game is about a group of people that are shipwrecked on a desert island that is abundant with food and game. No modern conveniences were salvaged from the wreck. The main emphasis of the game is for the group to utilize their time in such a way that all of the efforts for survival are fulfilled and some time may be afforded to recreation or the development of better tools to lessen their toll in getting the job done of gathering fish, game and farmed foods.

The objectives of the game are for the groups to be able to adopt the economic concept of unlimited human wants vs. limited resources. The problem that the groups must solve is to make choices as to what to produce, how much to produce, and when to produce these goods. The anticipated goal of the game is for the groups to develop tools they will need to lessen their tasks. To determine success, the participant who accumulates the greatest amount of "saved" hours and the number of hours needed to provide his daily food supply.

TITLE: Scrabble GAME NUMBER: 46
AUTHOR:
PUBLISHER: Selchow and Righter Company COPYRIGHT:
200 Fifth Avenue
New York, New York 10010 COST:
TIME REQUIRED: 1-2 hours NUMBER OF PLAYERS: 2-24 participants
2-12 teams

OVERVIEW:

This game consists of forming interlocking words, cross-word fashion on the Scrabble Board using those lettered tiles each player possesses. Each player will possess seven lettered tiles before he takes his turn. As he takes his turn he tries to make as many points possible utilizing his letters in the best combinations and locations on the board. The player replaces each tile he uses in forming a word with another tile that comes from the spare tile bank. This game is very similar to a cross-word puzzle except that the words are formed with wooden tiles, with printed letters and point values on them.

Scrabble is an excellent vocabulary builder or vocabulary review technique. The point system could be modified granting bonus points for words in the field of marketing and/or specific unit words. Rather than using the small game board, use the classroom wall.

TITLE:	The Sticks and Stones Game	GAME NUMBER:	47
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	1969
		COST:	\$75.00
TIME REQUIRED:	1-2 hours	NUMBER OF PLAYERS:	No limit; 3-4 per team

OVERVIEW:

The participants are divided into unsupervised groups which compete in the construction of a stick platform to support a stone. The group objective of the game is to build the most effective platform in the least amount of time. The simulation lends evidence to the need for a supervisory level in a group setting which involves a task to be performed. In addition, the qualities and skills of an effective leader and concepts of effective supervision can be contrasted with pre-game views.

TITLE:	Stocks and Bonds	GAME NUMBER:	48
AUTHOR:	Unknown		
PUBLISHER:	3-M Company St. Paul, Minnesota	COPYRIGHT:	
		COST:	\$8.95
TIME REQUIRED:	1 hour	NUMBER OF PLAYERS:	2-8 participants

OVERVIEW:

Stocks and Bonds allows the participant the opportunity to buy and sell stocks and bonds for the purpose of accumulating the greatest wealth. The wealthiest participant wins the game. The participants are given a \$5,000 capital to invest in the game's securities over a period of ten years (rounds).

The simulation director should review the decisions made by the wealthiest participant (the winner) and compare alternative decisions and consequences. Repetitive use should allow the participant the opportunity to improve his knowledge, understanding, and skill in buying and selling stocks and bonds.

TITLE: Supervisor's Survival Kit GAME NUMBER: 49
AUTHOR: Chapman, E. N.
PUBLISHER: Science Research Associates COPYRIGHT: 1970
 259 East Erie Street
 Chicago, Illinois 60611 COST:
TIME REQUIRED: 1 hour per NUMBER OF PLAYERS: No limit
 mini-game

OVERVIEW:

The Supervisor's Survival Kit is comprised of mini-games which involve role-playing techniques and content materials related to the mini-game.

Two class periods are to present the content material (first period) and to administer the mini-game followed by a discussion session (second period).

Topics presented include:

Getting Results Through People
The Supervisor-Employee Relationship
Delegate More-Worry Less
Walk In Smiling
The Formal Appraisal
Supervisors Are Also Teachers
The Female Supervisor
Doing Your Own Thing--Together

TITLE:	The Supply and Demand Game	GAME NUMBER:	50
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	1971
		COST:	\$50.00
TIME REQUIRED:	1 hour	NUMBER OF PLAYERS:	4-24 players; 1-6 teams

OVERVIEW:

The participants are divided into teams which simulate a factory. The teams, or factories, compete to earn the greatest number of points by producing a product -- sets of nested boxes. Production is scheduled within a specified time period and the participants experience both scheduled and unscheduled obstacles in their production activities. The game allows the participants the opportunity to:

- (1) plan, schedule, direct and control the three basic production components -- labor, equipment and raw materials.
- (2) plan, schedule, direct and control inventory demands with varied amounts of time, physical and human resources, and consumer demand.
- (3) identify and evaluate the most effective production techniques employed in this game and relate this knowledge to on-the-job experiences.

TITLE: Trade and Develop GAME NUMBER: 51
AUTHOR: Unknown
PUBLISHER: Academic Games Associates, Inc. COPYRIGHT:
430 East 33rd Street
Baltimore, Maryland 21218 COST: \$4.00
TIME REQUIRED: 30-45 minutes NUMBER OF PLAYERS: 6-10 participants

OVERVIEW:

This game simulates the process by which nations develop their economies through a series of economic decisions. The purpose of the game is to give the players an intuitive understanding of this process and of certain fundamental concepts of economics. Each player represents a country in an early stage of development. His goal is to give his country the highest possible standard of living, measured in 'consumption credits.' Differences between countries in the productivity of each sector encourage trade. As capital is invested in each sector, that sector's labor productivity is increased.

TITLE:	Transaction	GAME NUMBER:	52
AUTHOR:	Unknown		
PUBLISHER:	Entelek, Incorporated 42 Pleasant Street Newburyton, Massachusetts 01950	COPYRIGHT:	
		COST:	\$10.00
TIME REQUIRED:	No limit	NUMBER OF PLAYERS:	1-5 participants

OVERVIEW:

The participant learns about the securities market by simulating the buying and selling of stocks. The data given on the game board is the actual movements of a real stock issue. With the game sheets, the stock movement is revealed one period at a time. The participants decide whether to buy or sell their stocks before they are exposed the next graph. As soon as the transactions are completed, the next information is revealed and further trading continues. Occasionally news items are introduced--giving a new bit of information about the company, the market, or world conditions that possibly could cause the stock to fluctuate. In addition, the participant has access to a chart that shows other market indicators that a knowledgeable market analyst would use as additional information. Some of these indicators are "lead" indicators and some are "lagging" indicators. By observing the effect on the stocks, all the factors can be analyzed as to their significance, if any. The individual or team making the most money is the winner.

TITLE: Trip Across the Moon

GAME NUMBER: 53

AUTHOR: Hall, Jay

REPRODUCED IN: Schmuck, Richard A. and
Philip J. Runkel, A Preliminary
Manual for Organizational Training
in Schools

COPYRIGHT: Unknown

COST: Unknown

TIME REQUIRED:

NUMBER OF PLAYERS:

OVERVIEW:

The game is used to demonstrate the processes by which the resources brought to a group by its individuals come to be used or fail to be used by the group in solving a problem or performing a task. It is especially useful in showing that when groups function effectively, they perform better than if the individuals had worked separately.

The moon exercise asks the participants to imagine themselves to be members of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Because of mechanical difficulties, however, the imaginary ship was forced to land at a spot some 200 miles from the rendezvous point. During the landing, much of the equipment aboard was damaged, and since survival depends upon reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. The participants are given sheet of paper listing fifteen items presumably left intact and undamaged after landing. The task in each problem-solving group is to rank-order the fifteen items according to their importance in helping the crew to reach the rendezvous point.

If you are unable to locate the above publication, a copy of Trip Across the Moon can be acquired by sending \$1.00 to Dr. Jimmy G. Koeninger

Program Specialist, Distributive Education
Department of Vocational Education
University of Northern Colorado
Greeley, Colorado 80631

TITLE:	Wheel and Deal	GAME NUMBER:	54
AUTHOR:	Unknown		
PUBLISHER:	Cadaco, Incorporated 310 West Polk Street Chicago, Illinois 60607	COPYRIGHT:	Unknown
		COST:	Unknown
TIME REQUIRED:	1 hour	NUMBER OF PLAYERS:	2-6 participants

OVERVIEW:

The participants are offered opportunities to purchase a variety of properties--home, airline, radio station, motel, etc. Participants receive regular salaries, stock dividends, and pay income taxes. The participants proceed by the roll of dice with board movements offering unexpected events, e.g., court costs, racketeer encounters, medical expenses, etc. The winner is determined by the last remaining participant.

TITLE:	Wheels	GAME NUMBER:	55
AUTHORS:	M. E. Jordan and J. W. Murphy		
PUBLISHER:	Paul S. Amedon & Associates, Inc. 5408 Chicago Avenue, South Minneapolis, Minnesota 55417	COPYRIGHT:	1970
		COST:	
TIME REQUIRED:	2-4 hours	NUMBER OF PLAYERS:	1 minimum No maximum

OVERVIEW:

Wheels is designed to provide the participants the opportunity to purchase an automobile and to maintain that purchase for a period of twelve months. The participant not only is involved in the purchase decision, but also determines the method of financing, kind of insurance protection, and provision for running expenses. As the simulation progresses, the participant encounters unexpected events including automobile accidents.

The simulation can be administered with or without the use of a computer.

Following the instructional unit, the participant should be able to:

- (1) Exercise his freedom of choice in making a purchase so that he maximizes his personal satisfaction and attains the highest level of living possible.
- (2) Plan his spending so as to provide for necessities before making purchases of fleeting value.
- (3) Discover that the sum total of his expenditures is limited by his current income or the amount that he can borrow and safely repay from future income.

TITLE:	The Wood Blocks Game	GAME NUMBER:	56
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	1969
		COST:	\$75.00
TIME REQUIRED:	1 1/2 hours	NUMBER OF PLAYERS:	16 maximum

OVERVIEW:

The purpose of the simulation is to provide the participant with insight regarding his own goal-setting behavior. Repetitive plays of the game allow the participant to evaluate the influence of the achievement motive on his own behavior and the effect of supervision modes on group morale and productivity.

Two basic understandings of goal-setting behavior are facilitated by participating in this game:

- (1) the importance of establishing realistic goals for self and others.
- (2) the necessity of involving others if you are to establish goals which affect them.

TITLE:	The Writing Game	GAME NUMBER:	57
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	Unknown
		COST:	\$75.00
TIME REQUIRED:	1 hour	NUMBER OF PLAYERS:	3-24 participants

OVERVIEW:

The skills of effective writing are applied to business memo preparation in this game. The participants are exposed to an interdepartmental personnel hiring conflict. Each participant writes a memo to the personnel manager from his supervisor's point of view. Memos are transmitted across departmental lines, the Writing Skills Inventory criteria applied, participants receive their scores and edited memos, and a division follows emphasizing effective memos.

"OTHERS"

A number of simulations and games are available that this writer does not feel are appropriate for the secondary Distributive Education program. This list includes a number of simulation packages and games that are too advanced for secondary students; however, if the teacher-coordinator is involved with an extremely talented group, he may wish to write the publisher for additional information. In some instances, computer facilities are required that would not be easily accessible. If the teacher-coordinator is instructing an advanced class -- secondary, postsecondary, and/or adult -- many of the games listed would provide excellent learning experiences for his students.

The publishers' addresses can be found in the section of this guidebook entitled "Publishers of Simulations and Games."

The Action Corporation

Ronald Press Company
79 Madison Avenue
New York, New York

Automobile Dealer Management
Decision-Making Simulation
Automobile Dealer Simulation

John Rath
300 Prentis Building
Wayne State University
Detroit, Michigan 48202

The Business Policy Game

Appleton-Century-Croftis
440 Park Avenue South
New York, New York 10016

Decision-Making

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Executive Action Simulation

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey

Executive Simulation Game

William D. Hefer
College of Business Administration
Arizona State University
Tempe, Arizona 85281

Grievance Handling

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Management Decision Simulation

McGraw-Hill Book Company

The Management Game

McMillan Company
866 Third Avenue
New York, New York 10022

Management Simulation and Seminar

Western Center
9400 Culver Blvd. Suite 206
Culver, California 90230

Management for Supervisors

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